



Investigation

Teaching Rubric

Rubrics for teacher assessment for Investigation (Grades 9-12)

Investigation is the process of identifying and resolving issues about which there are confusions or contradictions.

- A. *Identifies the hypothetical event to be defined or explained (projective investigation), the past event to be explained (historical investigation), or the concept to be explained (definitional investigation).*

Rubric not appropriate.

- B. *Identifies what is already known or agreed upon about the future event (projective investigation), the past event (historical investigation), or the concept (definitional investigation).*

4. Uses a wide range of resources to identify what is already known or agreed upon. Supplies useful information that may not commonly be known. Presents a thorough and accurate account of what is already known or agreed upon.
3. Uses the resources necessary to identify what is already known or agreed upon. Presents an accurate account of what is already known or agreed upon.
2. Uses only some of the resources necessary to identify what is already known or agreed upon. Presents information on what is already know or agreed upon, but some of the information is incomplete and not completely accurate.
1. Uses only resources that are easily available to identify what is already known or agreed upon. Presents little or no information about what is already know or agreed upon.

- C. *Identifies and explains the confusions, uncertainties, or contradictions about the future event (projective investigation), the past event (historical investigation), or the concept (definitional investigation).*

4. Identifies and thoroughly explains the key confusions, uncertainties, or contradictions in a way that reflects an in-depth understanding of the event or concept. Highlights confusions, uncertainties, or contradictions that are commonly overlooked.
3. Identifies and explains the key confusions, uncertainties, or contradictions in a way that reflects a basic understanding of the event or concept.
2. Identifies and explains confusions, uncertainties, or contradictions in a way that reflects some confusion or a limited understanding of the event or concept.
1. Identifies and explains confusions, uncertainties, or contradictions in a way that reflects significant confusion and/or a lack of understanding of the event or concept.

- D. *Develops and defends a plausible resolution to the confusion, uncertainties, or contradictions about the future event (projective investigation), the past event (historical investigation), or the concept (definitional investigation).*

4. Develops and thoroughly defends a plausible and highly detailed resolution to the confusions, uncertainties, or contradictions. The resolution reflects creative thinking as well as thoughtful attention to the details of the event or concept.
3. Develops and defends a plausible resolution to the confusions, uncertainties, or contradictions.
2. Develops a resolution to the confusions, uncertainties, or contradictions that is satisfactory but lacks thorough treatment and accuracy; presents a defense of the resolution that reflects some confusion or limited understanding of the event or concept.
1. Develops an implausible resolution to the confusions, uncertainties, or contradictions. Makes little attempt to present a defense of the resolution; or presents a defense that reflects significant confusion and/or a lack of understanding of the event or concept.

Adapted from McREL Institute